

THINKING IN ENGLISH

K. RATHIGA

Department of English, Mepco Schlenk Engineering College, Sivakasi, Tamil Nadu, India

ABSTRACT

Learning second languages needs a committed efforts and ardent love for the language. Due to various reasons, the second language learners shut away from the new language-particularly English which has established itself as a global language in the current scenario. The learners of English have to surmount the menaces that loom over the usage of English. In general, our thought progressions and the way we perceive the world are recognized through the language we use. During monologues, our mother tongue or the vernacular language becomes the language of contemplation. When the learners employ English for their necessity, they analyze the concept their mother tongue and then interpret the concept into English. They always translate the ideas stored in their vernacular language into English before responding in every circumstance. This creates a situation where they are frantically trying to stumble on how to say the one word they have in their minds in English and recall all recent lessons as an alternative. It is the duties of the teachers to aid students come out of such translations. Students must be encouraged to think in English that removes the sense of fear and lack of self-confidence in using English. They have to deliberately think over any concept in English although they have a sense of alienation to the language. They should not allow the mother tongue to creep into their mind language because this is a kind of obstruction hinders improving their fluency in English. The more time they spend thinking in English, the more their fluency will develop and they will require a lesser amount of thinking time by avoiding translations. The paper entitled **Thinking in English** analyses the reason for lack of competency in English and how that deficiency can be overcome by thinking in English.

KEYWORDS: Thinking in English, Global Language in the current Scenario, Deliberately

INTRODUCTION

The environment and the society have a tremendous effect on language in numerous ways. In the thoughts and words of B. L. Whorf, "Every language is a vast pattern system, different from others, in which are culturally ordained the forms and categories by which the personality not only communicates, but analyzes nature, notices or neglects types of relationship and phenomena, channels its reasoning, and builds the house of consciousness (Whorf, 252). So, learning a foreign language and becoming the master of that language is related with adaptation of not only the words and phrases, but also a consciousness cherished with phenomenon of nature and culture of the land that is alien to the speaker. So, learning a language other than the mother tongue needs a committed efforts and ardent love for the language though it is a second language. The learners have to come out of the comfort zone of the mother tongue replicating their own culture, tradition, vocabulary and obligations to the society. They have to eliminate the sense of alienation and get used to the language to such an extent that they feel comfortable with the language.

There are various reasons for the second language learners to shut away from the new language-particularly English which has established itself as a global language in the current scenario. Learners' estimations of their own

proficiency of English, communication anxiety felt towards teachers and classmates, the rectification of errors in the second language usage in the course group backdrop, tests in a new language, lack of the regular usage of English for communication situations and the negative attitudes towards English courses may be some of the reasons for the stimulation of the anxiety in learning English. The learners have to surmount the menaces that loom over the persistence of thoughts in English. One of the paramount techniques to overcome the language anxiety is to **THINK IN ENGLISH**. Thinking in a foreign language is an important step in the long road towards the mastery of that language, which many language learners tend to ignore without proper understanding of the concept. The language skills like listening, speaking, reading and writing are recognized and advocated by the English teachers and users, while the concept of thinking in English is ignored by many.

Most of the people are not even aware of the fact that they are always talking to themselves in their mother tongue and such communications that go on within the individuals is called intrapersonal communication. They are ignorant of the intrapersonal communications during which the signals that are received from various senses are registered and processed in their mind using language as a tool. Our thought progressions and the way we perceive the world are recognized through the language we use. For example, when our eyes see an object, we immediately grasp the mental picture of that object and register that image in our brain. In addition, our brain associates that particular object with a word representing it using any familiar language -particularly the mother tongue or the vernacular language used by that person. Whenever we bring to mind the any object, we recount it with the word with which we registered it in our brain as well as its image. Even when abstract ideas are contemplated, the brain analyses the concepts in the vernacular language with which we feel at home. We involve in a kind of noiseless verbal communication to ourselves. During such monologues, our mother tongue or the vernacular language we are familiar with becomes the language of contemplation.

During communication in English, students always interpret the ideas stored in their vernacular language into English before answering every one. By contrast, students provide a natural-sounding reply, impulsively and automatically, without revealing that they are translating. It is the duty of the teacher to guide students towards more thinking in English progressively and drop the crutch of translation. The students would like to learn to speak and write down English, not develop into translators. If the students speak their native language in their heads while they're trying to learn another, it will hinder the acquisition of another language. It's a contradictory action. The importance of persisting students to think in English for certain duration must be recognized and insisted by teachers. But this is in particular one of the toughest things to achieve.

The constant comparison and translation of one language to another hinders naturally flowing speech. Experienced interpreters may be good at translation works, but the students are not. Sometimes students find the words and phrases too hard to translate. This creates a situation where they are frantically trying to stumble on how to say the one word they have in their minds in English and recall all recent lessons as an alternative. Students can come out of such translations if they think in English. Translating from the native language into English takes time. So, it's better to get into the habit of thinking in English and not translating at all. Thinking in the second language is not essentially easy. Chances are not created for the students to think in English. They have been studying English for many years right from the lower classes. Yet they do not rouse every day with their thoughts in English though they've been learning it for many years. They are not aware of the fact that they think in their mother tongue and keep on translating the concepts in their mother tongue to English before they speak or write each and every sentence. When they are in a position to use English, they do

the work of translation consciously with a kind of fear and lack of confidence. They have a lot of predicament in choosing the appropriate words and phrases as well as sentence pattern in English. The students get stressed as they think that they have no command or the mastery of the English and stops using it in formal junctures. This kind of commotion and chaos in the mind hinders them in using the language with buoyancy. They incline more towards their mother tongue instead of overcoming their fear.

As everyone knows, practice is essential for acquiring any skill. Some of the physical activities like swimming and driving can be called skills. Even though thousand books on swimming are read, no one can master swimming unless the person jumps into the water. As acquisition of language also is a skill, it can be mastered only through practice. It will not miraculously happen after having gone through thick textbooks in the target language. The students still don't feel comfortable in using English in real life situations because they lack practice in using English. However many students do not have the chance to speak English. The students who have their medium of education in English learn their text in English. However, they talk and think in their mother tongue every day and everywhere. They are able to reproduce the words in the book without much difficulty in English as they undertake a kind of constant mental rehearsal of the words before their presentation in the paper. When the students are made to present the concepts in English on their own efforts without prior practice on the new topics off the text, they are not able to do so because they don't have such prior practices. None can master English, unless conscious efforts are made to gain proficiency in the language.

To expertise the language, the students are advised to think in English. They don't essentially need to move to an English-speaking country, but should plant the brain to think definitely in **English only**. This process can be a conscious activity in the launch. The students can tune their mind to English willingly for a few minutes in the beginning of this practice. They have to find a suitable place, time and a suitable concept for their contemplation. They can contemplate in English while doing some work or travelling by bus, or spending time leisurely. They have to deliberately think over any concept in English although they have a sense of alienation to the language. They should not allow the mother tongue to creep into their mind language because this is a kind of obstruction hinders improving their fluency in English. Even if they get words in their native tongue, they have to redo the sentence construction in English. Such activities will boost up the confidence of the non- native speakers.

During such rehearsals in the mind, the students can think in English with confidence as they are their own audience and no one else can listen to them. As there is lack of the external audience, who may criticize them when mistakes are made, the students will have a enjoyable and reasonable experience of thinking in English. They are the kings and queens in their own domain of English practice sessions and should proceed with affirmative and commendable compliments to themselves at the positive stations and corrective ventures when they go wrong. The students must take care that their negative stipulation should not hinder their thoughts in English. Whatever be the frequency of corrective action, the students should keep thinking in English. At the same time, they should not assume that the vocabulary and the sentences they use in their thoughts are always correct. Whenever they need some clarification, they have to refer to standard dictionaries and grammar books.

The time allotted for the process of conscious thinking in English should be increased gradually. At first it would appear weird and it would take lengthier time than their usual contemplation in mother tongue. Then, after a short duration, it would become natural and they would be able to get words in English quickly. In course of time, the learners will get trained in using English and their confidence level also hoists up. This training makes available to them a set of words and

phrases which plunge into their thoughts with grammatical accuracy. As the students train themselves to think in English at various situations, the vocabulary and Grammar will be obtained at their command and demand and English becomes their familiar language. Thinking in English is one of the easiest ways to employ and appraise the vocabulary and grammatical patterns they have recently acquired. In fact, forcing brain to think in English, lend a hand in instigating the inert vocabulary into a vibrant vocabulary transition.

The more time they spend thinking in English, the more their fluency will develop and they will require a lesser amount of thinking time. Most of the people, particularly students hesitate to do activities that are unfamiliar because they are afraid of the unknown which create a feeling of discomfort. Hanging about the vernacular language in a comfort zone is an easy option; however it will not bring the best results in requisites for foreign language fluency growth. Therefore, students should come out of such tight spot of vernacular usage and shift to thinking in English. Consequently, the psychological distance between the learners and the foreign language reduces and self-reliance and self assurance increase forcing them to use English even in formal situations that demand accuracy and fluency.

If the non-native speakers wake up listening to Radio broadcasting in English, read English News, use English every day at work place, converse with friends in English, watch English movies, and even dream in English, the language can become the part of their life. There are many ways to help the students achieve the ever-elusive state in using English. Our brains are pattern-matching machines that remember things put into context. So, while doing the practice of thinking in English, some situations can be imagined and described, a story or an anecdote can be narrated, the action which is under progress can be explained, an imaginary conversation between individuals in a formal or an informal situation can be thought of. While learning English, students can describe to themselves whatever happened during the day. They can have some imaginary conversation in English before facing the real time situation. This will bring the vocabulary that is related to the particular situation well in advance to them. This offers them an additional practice before they begin explaining things to other people. Students have to think in phrases or sentences and not in words. In the classroom, students can watch YouTube videos in English. They can listen to music in a foreign language. They will have the benefit of new, overwhelming music and getting used to the language's flow, stress, intonation, and rhythm. It would be quite interesting to get the lyrics and sing along favorite songs.

Students should never stop thinking in English until their language is perfect. They have to focus on apt words as well as grammatical accuracy. During the mental practice in English, whenever the students need words or phrases or some illuminations, they can talk to their teachers and obtain a clear concept in English. If not possible, they have to spend hours looking up words and explanations in an English-only dictionary. The dictionaries in the form of printed books help to memorize words better than the on-line references. When searching for a word, turning page after page, students naturally repeat the words in their mind to keep them in memory. By the time they locate the meaning; they register the word in their brain and remember it forever. While searching for the synonym of a single word, an active learner will learn a few new words also. This method is a simple way to enrich the vocabulary.

Students must always be trying to take initiative to use English even if they are scared of reality because practice makes a person perfect. The prevalent challenge is dealing with the disappointment that comes with not being able to effusively express their views in public. The key is to think positively and stay motivated. Students cannot be waiting everlastingly. As soon as they come across an apt occasion, they should volunteer for an English college newspaper or magazine articles and interviewing different people. It may be really hard at the beginning and take a long time to write a

draft. After a few months of volunteering experience in using English, the language will be quite natural to them. It is easier to improve English by a chat with a companion who is a native speaker. But this is a rare opportunity. After certain duration of practice students can stop talking to themselves consciously and start practicing it casually. Later, regular chats with friends and relatives in person, over the telephone, text messages and other common activities will take the students to the next level! Facebook, WhatsApp, and emails definitely help to communicate in English.

Many students do nothing special to improve their language skills. They do nothing or study a bit of English through their textbook. They basically do not take care of their language until they encounter an interview in which they regret for possessing poor English competency. They realize the harsh consequences of not paying heed to language lessons. Many students wonder why they aren't somewhat fluent after studying the language for years upon years. Some students focus on English a few days before the commencement of the interview. Once they get a job, they somehow turn off from English they are learning. Anyhow, English is a language to be learnt and remembered for ever in the current scenario irrespective of gender and place. Thinking in English is a simple step leading to well-organized communication in English which is the key to success in all walks of life. So, students should start thinking in English and hone their communication skills initiating progress in life.

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6. issnjournals2u@gmail.com

AUTHOUR DETAIL



K. RATHIGA, Department of English, Mepco Schlenk Engineering College, Sivakasi, Tamil Nadu India

